

Development Plan Overview

2023 – 2024

<p>Quality of Education</p>	<p>Continue to develop the opportunities to improve children's writing, through research-based approaches.</p> <p>Improve the outcomes in spelling.</p> <p>Develop children's use of quality vocabulary in their speaking and writing</p> <p>Continue to develop handwriting in line with Little Wandle letter formation.</p>	<p>Develop Little Wandle 'Keep Up' and 'Catch Up' for phonics.</p> <p>Continue to develop a KS2 approach to reading which provides progression for pupils. Individual Reading, class reading, individual catch-up and intervention, reading challenges so that every child has access to a rich and diverse diet of literature.</p>	<p>Further develop and refine use of a maths mastery approach.</p> <p>Launch a new format for maths lessons using a 'prove it, show it, explain it' model.</p> <p>Maths mastery training to be further rolled out with more staff.</p>	<p>Fine tune the use of knowledge organisers in science, geography and history.</p> <p>Further develop approaches to retention of knowledge and retrieval skills across the curriculum.</p>	<p>Raise attainment in science and develop skills in science focusing on working scientifically</p> <p>Share good practice in science across schools</p> <p>Start to use Developing Experts as a resource for science</p>
<p>Behaviour and Attitudes</p>	<p>Attendance maintained at National or above</p> <p>Implement new DCC approach to attendance</p>	<p>Continue to give forest schools, music, PE and trips more opportunities in curriculum to give pupils a wealth of experiences, build confidence, self-esteem and working in</p>	<p>Explore and share approaches to inclusion and supporting pupils with additional needs.</p>	<p>High behaviour expectations are maintained.</p> <p>Staff training and deployment is reviewed and adapted to meet increased behaviour challenges</p>	

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Personal Development	Embed EH4MH strategies to support pupils wellbeing and continue to promote positive mental health for all pupils to support post lockdown		Launch the Copplestone Challenge Award scheme.		Continue to provide a variety of in-school and after-school clubs
	Develop use of PLUS app to monitor children's health and wellbeing				
Leadership and Management	Further develop use of class Dojo as a tool for communication.	Develop and adapt school to school support across the federation to improve standards achieved in teaching and learning Support newly qualified teachers.	Support coordinators to be clear on expectations of their role. Ensure robust monitoring and evidence is analysed in foundation subjects.	Further develop working groups at senior and Middle leader level to monitor and improve teaching, learning and progress Early years, Literacy, Maths, Science and Computing.	The governing body is provided with information it requires to regularly and robustly challenge school leaders, holding them stringently to account for the impact of their actions.
Early Years	Continue to develop the EYFS Curriculum to meet the needs of children in each school	Develop children's use of quality vocabulary in their speaking and writing across the curriculum. Develop use of assessment to track starting points in speech and language.	Further develop links between EYFS settings across the federation to share good practice and support each other in implementing Little Wandle		Development of EYFS environment and outside learning area.

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SEND	<p>All tracking SEND tracking data and provision to be submitted on set dates to a central portal</p> <p>Provision Maps in evidence in all classes and regularly updated</p>	<p>Explore and share approaches to inclusion and supporting an increasingly high level of need.</p> <p>Staff training and deployment is reviewed and adapted to meet increased behaviour challenges</p> <p>Develop and share good practice in relational</p>	<p>Embed book look and student voice into all schools through a termly programme</p> <p>To continue to develop the use of the EP through the clinic model</p>	<p>To develop a SENDCo support and development group across the Federation and Management Partnership schools</p>
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